

**UNIVERSITI TEKNOLOGI MARA**

**AN INVESTIGATION OF PERCEPTIONS OF  
PRIOR GRAMMAR LEARNING (PGL) AND  
CURRENT GRAMMAR LEARNING (CGL) BY  
UITM ASASI-TESL STUDENTS**

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## ABSTRACT

The decline of the standard of English in Malaysia may be deeply rooted in the preparedness of trainee teachers upon enrolling in a TESL course to study grammar extensively and explicitly. This study investigates perceptions of Prior Grammar Learning (PGL) and Current Grammar Learning (CGL) among 43 Asasi TESL students in Universiti Teknologi MARA (UiTM). The teaching and learning of grammar in universities for Pre/Asasi TESL courses is often a 14-week course of study and often, the treatment towards this subject is slightly different from the CLT approach in schools. This may lead to some challenges to Asasi TESL students as they are now required to recognize and analyze grammatical rules and learn grammar in an explicit manner. This study looks into the students' perceptions of the different requirements required of them as grammar students. The instrument used in this study is a 64 item questionnaire that looked at the students' perceptions of learner anxiety, preparedness and metalinguistic knowledge and other aspects. This study reveals that out of 30 paired-sample items, 16 items showed significant changes in perceptions. These included differences in the subjects' perceptions of their ability to formulate and analyze rules. There were also significant shifts in the enjoyment and ease in learning grammar factors. All these findings revealed that there should be improvements made to the learning and teaching of grammar to better address the challenges faced by the Asasi TESL students.

## ABSTRAK

Tahap penguasaan Bahasa Inggeris yang rendah mungkin berpunca daripada perlunya kajian tentang kesediaan individu yang bercadang mengikuti kursus Pengajaran Bahasa Inggeris sebagai Bahasa Kedua (TESL) mempelajari tatabahasa dengan lebih mendalam dan dengan lebih terperinci. Kajian ini mengkaji langkah pertama ke arah pembelajaran terperinci itu, iaitu dengan melihat kepada jurang persepsi dan tabiat pembelajaran 43 pelajar Asasi TESL Universiti Teknologi MARA di antara waktu mereka meninggalkan alam persekolahan sehingga mereka memasuki program Asasi TESL. Program Asasi TESL merupakan program 14 minggu di kebanyakan universiti. Lazimnya, pengajaran tatabahasa di dalam program Asasi TESL ini berlainan daripada pengajaran secara komunikasi (CLT) di sekolah. Ini mungkin menjadi kekangan kepada pelajar Asasi TESL untuk mendalami pembelajaran tatabahasa secara terperinci kerana mereka kini perlu mengenali dan menganalisa peraturan tatabahasa dan mempelajari tatabahasa dengan cara terperinci. Kajian ini menyelidik tentang perbezaan persepsi pelajar terhadap keperluan berlainan yang diperlukan di dalam program Asasi TESL. Instrumen yang digunakan adalah soal selidik yang mempunyai 64 item yang mengkaji perubahan persepsi dari pelbagai sudut seperti kesukaran pelajar, kesediaan, serta pengetahuan metalinguistik. Kajian ini menunjukkan bahawa daripada 30 item 'paired-sample', 16 item mempunyai jurang persepsi yang besar. Ini meliputi perbezaan dari segi persepsi subjek tentang kebolehan mereka mencipta dan menganalisa peraturan tatabahasa. Terdapat juga jurang signifikan dari segi faktor kesukaan dan kesenangan belajar tatabahasa. Hasil kajian ini menunjukkan perlunya ada penambahbaikan terhadap pembelajaran dan pengajaran tatabahasa untuk mengatasi kesukaran mempelajari tatabahasa yang dihadapi oleh pelajar Asasi TESL.

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